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ABSTRACT

This pilot study on the psychological impact of school desegregation on seventh, eighth, and ninth graders in a Southern city was done by giving a Self-Concept Scale and a Socio-Familial Questionnaire to 614 white and black students in segregated and desegregated schools. In addition to comparing the effect of desegregation, the investigators are interested in identifying the variables related to positive or negative self concepts. The report concludes that there is a self concept gap between Negro and white students, with Negro students having significantly higher scores than white students on the self concept scale. Those Negro students achieving the higher self concept scores are those in segregated or predominantly black schools. [This document is not available in hard copy due to marginal legibility of the original. Also, part of the bibliography (page 22) was missing from the original.] (Author/JW)

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A Pilot Study on the Psychological Impact of School Desegregation on 7th, 8th and 9th Graders in a Southern City.

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School Desegregation and Self-Concept

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A pilot study on the psychological impact of school desegregation on 7th, 8th, and 9th graders in a Southern city was done by giving a Self-Concept Scale and a Socio-familial Questionnaire to 614 white and black students in segregated and desegregated schools. Much research has been done on the education gap between negro and white students, i.e., low academic achievement and low I.Q. scores among negro students. Other research has focused on the damaged self percept of negro students. This study shows that there is a self-concept gap between negro and white students with negro students having significantly higher scores than white students on the self-concept scale. It is also interesting to note that those negro students achieving the higher self-concept scores are those in segregated or predominantly black schools.

School Desegregation and Self-Concept: A Pilot Study on the Psychological Impact of School Desegregation on 7th, 8th and 9th Graders in a Southern City.*

by Gloria J. Powell, M.D.

Marielle Fuller

Introduction

Before 1954, seventeen Southern and border states and the District of Columbia operated completely separate schools for whites and negroes. On May 17, 1954, the Supreme Court held that such separate schools were inherently unequal. This decision ushered in an era of American social revolution. Fifteen years later the great majority of American children attend schools that are defined as segregated, i.e., schools where almost all of the students are of the same racial background.[5] In spite of much legal litigation in the South, segregation is still more nearly complete for negro students. Within the past few years, however, many Southern school districts have been cited by the Department of Health, Education and Welfare for maintaining schools that violete federal regulations on racial balance. The regulations define as racially imbalanced any school with a minority population that varies by more than 15% above or below the overall minority population of that

*The authors wish to express their appreciation to Meharry Medical College, Mount Holyoke College, and the Department of Psychiatry at UCLA Medical Center for their financial and moral support. Computations were done at the Health Sciences Computing Facility U.C.L.A.

school district as a whole.[21,22] In October 1969, the Burger court declared that the "all deliberate speed" for desegregation is no longer permissible.[13] Every school district is obligated "to terminate dual school systems at once."

Within the past fifteen years since the 1954 decision, concerned researchers have investigated the results of desegregation on academic performance, I.Q., and social accommodations.[7,8,11] There is no doubt that the Supreme Court ruling has made a significant social and political impact on American communities. What impact has it made on the people so vitally involved in this process, especially the children themselves? The socio-cultural milieu to which a child is exposed influences his self-concept development which entails understanding how and what he learns about himself, what he thinks about himself, and how he feels about himself.[14] As school desegregation proceeds across the country, we who are concerned about the maintenance of mental health and the prevention of mental illness in children need to take a more careful look at how it effects the psychological development or retardation of the children involved. This pilot study attemps to focus on the effects of school desegregation on the student's self-concept and to assess the variables involved in that development in the process of school desegregation.

Methodology:

The purpose of this study was twofold: (1) to compare the effects of school desegregation on self-concept in children in segregated schools to those in desegregated schools; (2) to identify

the variables involved in the positive or negative self-concepts of children involved in school desegregation. Six hundred and fourteen negro and white female and male 7th, 8th and 9th graders from three parochial and five public, segregated and desegregated schools in a city in the Central South participated in the study. The desegregated schools varied according to duration of desegregation and the number of negro students in the school. The three parochial schools included (1) 100% white; (2) less than 10% black; and (3) 100% black. The less than 10% black school had been desegregated for about 12 years at the time of the testing. The five public schools included (1) 100% white; (2) 100% black; (3) 80% black; (4) 20% black; and (5) less than 10% black. The 80% black school had originally been an all white school about 10 years ago when negro students were then allowed to enroll. The 20% black school had been desegregated for about two years and the less than 10% black school was a new school which had been opened for four months at the time of the testing. The students prior to its opening had attended segregated schools. The distribution of subjects according to sex, race, and kind of school is shown in Table 1.

(Insert Table I)

There were 297 negro students and 317 white students included in the study. It should be stated here that a student was regarded as attending a segregated school if the school population was made up of a vast (above 50%) majority of students of his own racial background and if the school was racially imbalanced according to the H.E.W. guidelines. Thus the white students in the 80% black school are included in the

desegregated white group and the black students at the same school are included in the segregated or predominantly black group.

The students were given the Tennessee Self Concept scale which is simple for the subject, widely applicable, and multi-dimensional in its description of the self-concept.[9] The standardization group from which the norms were developed was a broad sample of people from various parts of the country, ranging in age from 12 to 68, with equal numbers of both sexes and including both negro and white subjects. The scale was devised on a phenomenological system and the subject is asked to rate himself in terms of (1) what he is (identity), (2) how he feels about himself (self-satisfaction) and (3) what he does (behavior). Within these dimensions he also rates his physical self, his moral-ethical self, his personal self, his family self, and his social self. These self-descriptions coincide with Allport's seven aspects of self-hood which together comprise the self as felt and known, i.e. sense of bodily self, sense of continuing self identity, self-esteem and pride, the extension of the self, the self image, the self as a rational coper, and the self as a propiate striver.

In addition to the T.S.C.S. the students were also given the Powell-Fuller Socio-Familial Questionnaire which asked specific questions regarding family background (birthplace of parents, occupation and educational level of parents, the number of broken families and extended families, size of family, etc.) as well as complete-the-statements regarding the aspirational level and self attitudes of the student. There were no questions regarding race or racial attitudes on the self-concept scale or the questionnaire.

The students were told that the investigators were interested in how young people thought and felt about themselves. At each school the tests were administered by two people, one negro and one white.

The third test given was the Draw-A-Perso.. Test. The students were asked to draw a picture of a girl and a boy and write a brief statement about each. That data is not included in this paper.

Finally, in order to assess the socio-political climate of the city at the time of the study as well as the prevailing attitudes towards school desegregation, school personnel at each of the schools involved were interviewed as well as people in the white and negro communities. The whites were interviewed by the white investigator on the team and the negroes were interviewed by the negro investigator. *

Results

A. Self-Concept Scale

In this report of the data, the scores of the T.S.C.S. which will be discussed are (1) Total Net Positive Score (test mean = 345.37), (2) the self-criticism score (test mean = 35.54), (3) the variability score (test mean = 48.53), and (4) the distribution score (test mean = 120.44).

A high total net positive score (above the mean of 345.57) indicates that the individual feels positive about himself and conversely a low score indicates a negative self picture.

The self-criticism score is composed of 10 items from the L-Scale of the M.M.P.I. which are all mildly derogatory statements that most people admit as being true for themselves. A high self-criticism score indicates that the individual can accept negative statements

* Results are included in the discussion.

about himself and is very critical of himself but has a healthy openness. A low Sc score indicates defensiveness and an inability to accept negative concepts about the self.

The distribution score is a summary score of the way the individual distributes his answers across the five available choices and thus measures the certainty about the way the individual perceives himself. A high D score indicates definiteness about the self-picture; a low score indicates that the individual is indefinite and non-committal, answering 3's (partly true, partly false) on most items.

The variability score measures the amount of consistency for the entire test. Well integrated people generally score below the mean (48.53) but above the first percentile, i.e., above a score of 26.

1. Comparison by sex and race.

There were 353 girls and 262 boys in the study. The mean for the total net positive scores was 340. There is no significant differences between the boys and girls on the T.N.P. scores, the D scores, Sc scores, or the distribution scores.

In comparing white boys (133) to white girls (183) there is no significant difference between the two groups on the four scores. However, the variability score for both groups falls within the 70th percentile indicating relative inconsistency (see Tables 2 and 3).

(Insert Tables 2 and 3)

Likewise negro boys (129) do not differ significantly from the negro girls ($p < .495$) although the negro boys score in 55th percentile on the test and the negro girls score in the 50th percentile. The variability score is high for both groups indicating some inconsistency. (See Tables 4 and 5).

(Insert Tables 4 and 5)

When negro students (297) are compared to white students (317) the difference in the total net positive scores are highly significant ($p < 0.001$). The negro students (T.N.P. mean = 348) score in the 54th percentile for the test compared to the 30th percentile for the white students (T.N.P. mean = 332). Sixty percent of the negro students score above 350 compared to 46% of the white students who do so. Then, too, 21% of the white students score below 300 (7th percentile) while only 11% of the negro students do. The negro students score in the 70th percentile on the distribution score compared to a percentile score of 60 on the same item for white students. Both groups have relatively high variability scores and relative inconsistency. (See Table 6).

(Insert Table 6)

A comparison of negro boys to white boys or of negro girls to white girls show the negroes scoring significantly higher than the whites, e.g. negro boys to white boys ($p < .001$) which is very significant, and negro girls to white girls ($p < .003$) also very significant. (See Tables 2, 3, 4 and 5). The negro boys seem to have a more definiteness about their self pictures as indicated by the D score which falls in the 70th percentile.

2. Comparison by type of school for whites.

When white students in segregated all white schools (166) are compared to white students in desegregated schools (schools that have black students) (N=151) there is no significant differences in their scores ($p < .927$). Even when white males in desegregated schools are compared to white males in segregated white schools ($p < .533$) and

white females in desegregated schools are compared to white females in segregated white schools ($p < .509$), there is no significant differences in the scores.

(Insert Tables 7 and 3)

Within the desegregated schools, however, the girls score higher on the T.N.P. with a mean of 336 (35th percentile) compared to the boys with a mean of 329 (27th percentile). Twenty-six percent of the boys score lower than 300 while only 18% of the girls do.

In the segregated white schools the students show less definiteness about themselves but more consistency than those in the segregated schools.

3. Comparison by type of school for negroes.

It has already been noted that the difference between the negro and white students on the self concept scale are highly significant with negro students having higher total net positive scores ($p < 0.001$). The difference is not due to sex because negro boys and negro girls score about the same. The type of school does seem to be significant, for there seems to be a trend for the negro students in segregated or predominantly black schools to do better than negro students at desegregated or predominantly white schools. The negro students at segregated or predominantly black schools have T.N.P. mean of 353 (60th percentile) compared to a T.N.P. mean of 341 (40th percentile) for the desegregated group. The group in the desegregated schools have a slight tendency to be more consistent (68th percentile for Sc scores) and a little more definite about themselves (70th percentile for D score). Sixty-five percent of the negro students in segregated schools have T.N.P. scores above 350 with 13% scoring in the 97th

percentile. Only 51% of the negro students in the desegregated schools scored above 350 and only 8% scored in the 97th percentile. When sex is considered, the percentages for the males are very similar to the overall picture in comparing segregated negro students to desegregated negro students. However, the boys in the desegregated school while showing greater variability are much more definite in their self picture (75th percentile). In looking at the scores of the negro girls, those in the desegregated group fall behind the boys in the desegregated schools and further behind the girls in the segregated schools, e.g., 60th percentile for the segregated girls compared to 35th percentile for desegregated girls. Although the girls in the desegregated schools show less variability, they have a less definite profile than the segregated girls (65th percentile) and even the desegregated boys (75th percentile). Among the desegregated girls 44% scored above 350 on the T.N.P. compared to the segregated girls where 64% scored above 350. (See Tables 9 and 10).

(Insert Tables 9 and 10)

4. Comparison by type of school and race.

When negro boys in desegregated schools (N = 36) are compared to white boys in desegregated schools (N = 62), the T.N.P. mean for the negro boys is 345 (48th percentile) compared to T.N.P. mean for the white boys of 329 (28th percentile). The difference is significant not only for T.N.P. means but somewhat significant for the distribution scores with the negro boys scoring in the 75th percentile compared to the white boys who score in the 60th percentile. (See Tables 7 and 9).

In the case of the girls, the desegregated negro group (57) fall in the 35th percentile as do the white desegregated group (104). The

white girls have a higher variability mean.

In the segregated student group (see Tables 8 and 10) there were 113 negro females whose T.N.P. mean fell into the 60th percentile compared to the white female group (79) whose T.N.P. mean fell into the 25th percentile. The segregated negro females had a higher distribution score (65th percentile) compared to the segregated white females (45th percentile). The negro boys in the segregated schools (N = 91) score in the 60th percentile compared to the white boys in the segregated schools (N = 72) who fall in the 30th percentile.

B. QUESTIONNAIRE

Comparison of the data reveals the following percentages:

1. Family Background.

Lives with	both parents	mother	step parents	other relative
white	75	13	7	6
negro	65	18	3	12

Parents	together	divorced	separated	father and/or mother dead
white	84	9	3	4
negro	82	10	3	5

2. Educational Background of Parents and Occupations

Fathers finished	High School	College
white	40	10
negro	55	23
Mothers finished	**High School**	**College**
white	42	5
negro	62	25

	Age in Years						
	11	12	13	14	15	16	17
boys		18	29	36	12	5	.8
girls	.5	24	26	34	15	.5	

The number of students per grade are the following:

	Grades		
	7th	8th	9th
white boys	38	33	28
white girls	38	29	33
negro boys	35	39	26
negro girls	41	32	27

Discussion:

A child never shakes himself free from seeing himself in terms of the images other people have of him. The image of himself that the black child has perceived others have had of him was that white is right and black is bad.

A review of the literature from 1949 to 1965 and even later reports that black children have lower self-concept scores than white children.[6,7] This phenomenon has been referred to as the damaged self percept of the black child. Yet, there is a new mood in Black America. The decades of the 50's and 60's have witnessed the Civil Rights movement and the impact of the Black Muslim ideologies with the subsequent resurgence of black consciousness and black identity. The new pride in Africa's achievements, the interest in the discovery of ancestral roots, the assertion that "black is beautiful" and the demands for black power are cries for self-determination and self-definition.

How valid is the concept of the damaged self-percept of the black child in the midst of this new mood and 15 years after the Supreme Court Ruling with its social, psychological, and political impact on American communities? There have been only a few studies which have focused on this area[12,19] but it is almost impossible to read any contemporary book or article on Black America without there being some reference to the issue of identity. Indeed, identity has become a critical social, political and personal issue not only for Black America, and especially Black youth, but also for the youth of white America who are very much involved in the changing social scene. How does today's youth, black and white, deal with the question, "who am I?" and evolve a sense of self. As Allport states it--"the one and only sure criterion of our personal existence and identity lies in our sense of self."* Is the process and resulting identity different for a black child than it is for a white child?" How does each one reach that Ericksonian "core of inner unification...an experience of an increased unity of the physical and mental, moral and sensual selves?"*

Erikson says that this core of inner unification can only be achieved through a unity of personal and cultural identity.

> For a mature psychosocial identity presupposes a community of people whose traditional values become significant to the growing person even as his growth and his gifts assume relevance for them.*

* See reference 1, Chap. 6, p. 111

* See reference 8, p. 150-151

* See reference 8, p. 149

The negro students in the Southern City involved in this pilot study have a good substantial sense of self achieving a total net positive of 348 which falls in the 50th percentile. On the other hand, the white students total net positive is 332 falling in the 30th percentile. The difference in the performance is highly significant with a $p < 0.001$. This finding is in direct opposition to the findings of other investigators. It has often been said that being a white person in a white society appears to mean very little in the development of self-concept but being a negro in a white society seems to be one of the most important factors in such a development. In view of the findings in this pilot study the first half of that statement can be challenged and needs to be looked at more closely. It must be remembered that a system where self-esteem is based on the degradation of others is built on sand. Are the sand castles tumbling in the white Southern communities?

The second major finding of this study, namely that those negro students who received the lowest scores on the self-concept scale were those in desegregated or predominantly white schools, continues to support the thesis that being a negro in a predominantly white society is an important factor in self-concept development or retardation. The negro students in the segregated black or predominantly black schools achieved total net positive scores in 60th percentile compared to the negro students in desegrated schools whose total net positive scores were in the 40th percentile.

Among the higher scoring segregated black schools, it is interesting to note that the 80% black public school has a T.N.P. mean of

356, the 100% black parochial school has a T.N.P. mean of 355. The 100% black public school lags further behind with a T.N.P. mean of 346.5. Overall, the girls and boys seems to be doing equally as well.

The desegregated negro group who scored the lowest is the group of negro girls at a 20% black public school which had been desegregated for two years. Twenty percent of the girls scored in the 7th percentile, only 20% scored between 350-400. It is also interesting to note that of all of the negro groups these girls received the lowest D score indicating that they were less definite about themselves.

On the other hand the negro boys at this same school scored the highest of the desegregated black group.

Conclusions:

What is the explanation for (1) negro students doing better than white students and (2) segregated negro students doing better than desegregated negro students, (3) desegregated negro girls doing very poorly, (4) desegregated negro boys doing better than the desegregated negro girls?

First of all, it should be noted that the socio-economic sampling in all of the public schools was one of lower middle-class, at the very most, to lower-lower class families. At the 100% and 80% black public schools about 40% of the students came from families classified as O.E.O. Families (less than $4000 per year for a family of 4). At the 100% white public school 30-40% of the students came from poverty families; in addition 35% of the students had fathers who were "serving time" in the nearby state penitentary. In the newly desegregated school with less than 10% black the students came from a "bedroom community", i.e., the community was middle-class and more suburban. This data and the following were obtained from interviews with teachers and community people.

In the 20% black school the children came primarily from lower class families. The middle class and upper middle class sampling came mainly from the parochial schools.

In the pilot city where the median school year completed is 8.9 and the percent of those completing 4 years of high school or more is 29%, there are 676 negro teachers, 75 negro doctors, 8 lawyers and judges, 8 engineers, and 229 college professors, presidents, or instructors. In addition 48% of working negroes are of the professional or technical class. Total population of the pilot city was 170,874 as of 1960 with 64,830 negroes (38%) and 106,044 whites (62%).

In terms of family background the negro students do not differ significantly from the whites although 65% of the negro students live with both parents as compared to 75% for the whites. Thus family stability does not seem to play a major factor in the racial difference in self-concept.

In comparing the educational background of the parents, more negro parents have finished high school and college, more negro mothers are working, and more negro parents are professionals. We could then conclude that educational background of the negro parents is the factor explaining the higher self-concept scales among the negro students as well as accompanying family stability.

The negro students seem to identify with the educational attainments of their parents for 55% expressed a desire to go to college and 46% expressed a desired to have a profession as compared to 40% of the white students who wanted to go to college, and 25% who wanted a profession. Other investigations have noted the high expressed aspirational level of negro students which has been interpreted as

unrealistic, denial, repression, etc., in view of their lower class and caste standing.[2] In this regard, the authors consider these aspirations to be very realistic.[18]

> "I have been continually astonished to discover just how intricately children come to examine the social system and economic facts of life in our society. The negro child growing up is thus likely to be quite rigidly and fearfully certain about what he may do, where he may go and who he eventually may be. (Worldiness of the Negro Child).*

In the South the negro child knows that he has two options (1) to work in Miss Annie's Kitchen and be subjected to continuous paternalism and degradation or (2) to become a professional in his own black community which carries with it prestige and dignity. Education is the way out, thus it is the expressed aspiration of those negro students who are hopeful of a new way of life and still believe in the sanguine unreality of the "American Dream".

High socio-economic status does not explain the higher self-concept among segregated negro students as compared to desegregated negro students for our largest sampling came from public schools where the socio-economic levels were low. There are other variables which are operating such as (1) how integrated are the desegregated schools?; (2) what are the attitudes of the white teachers, students and parents towards desegregation?; (3) are negro students dumped in remedial classes and made to feel inadequate?

* Robert Coles Children of Crisis, Atlantic Little Brown & Company. Boston, 1967.

The psychodynamic aspects of school desegregation cannot be overlooked for in the South, especially, it touches upon many long-standing fears regarding negro sexuality and miscegnation which have been explored elsewhere.[20] For adolescents who are concerned about sexual identity and the opposite sex, a desegregated school may produce a real dilemma. A negro girl no longer tries out for cheer leader, or beauty queen, or the lead in the class play. In her predominantly white school "black is not beautiful"; she is no longer of "the fairer sex". For the negro boy his social dilemma may be more acute because Southern mores forbid him to look at a white girl--witness the death, the murder of a teenage boy Emmett Till. The negro boys sublimate through sports, an area in which they are readily welcomed because everyone knows negroes are the best athletes. In several of the desegregated schools it was not unusual to find a negro male, who was also an athlete, as class president.

For the segregated negro group several dynamics may be operating. Erikson's words come back to haunt us--namely that "a mature psychosocial identity presupposes a community of people whose traditional values become significant to the growing person". A negro student, if he attends a segregated school, in the city in which the pilot was done finds himself in a predominantly black community surrounded by many historical negro institutions. Some of his school hours and extra-curricular activities may take place on these negro college campuses. The negro student in a segregated school in this city finds himself in a cohesive, stable negro community which led the nation in the sit-in movement and whose negro ministers formed the

cadre of Martin Luther King's Southern Christian Leadership Council. These very schools participated in Civil Rights demonstrations with students, parents and teachers side by side.

This pilot was conducted three weeks after the death of Martin Luther King and during the time the Poor People's March was in the city. Many of the negro students at the segregated schools participated in the Poor People's March side by side with their parents and teachers. In the negro schools there was pride and hope; in the desegregated schools there was fear and the schools were closed for several days to "prevent violence".

In the negro schools when asked to draw a picture of a boy and of a girl, the vast majority of the students drew pictures of boys and girls with "Afro's" and indicated that the pictures were of black boys and girls with very positive statements about the pictures.

There is little doubt that there is a new mood in Black America which extended to the Black Community in our pilot city. This new mood is marked by pride in achievement and leadership, community cohesiveness and purpose, and a new cultural identity. When the negro child can take these cultural assets with him to a desegregated school, then and only then can we proceed with all deliberate speed to integrate the schools. There is no doubt that many questions than answers have been perpetuated by this study. More studies need to be done and more answers are needed before we will have "reached the mountain top and see the promised land".

Summary:

A pilot study on the psychological impact of school desegregation on 7th, 8th, and 9th graders in a southern city was done by giving

and black students in segregated and desegregated schools. This study shows that there is a self-concept gap between negro and white students with negro students having significantly higher scores than white students on the self-concept scale. Those negro students achieving the higher self-concept scores are those in segregated or predominantly black schools.

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TABLE I

POPULATION SAMPLE ACCORDING TO SEX, RACE, AND TYPE OF SCHOOL

MALES	261			FEMALES	353		
WHITE		BLACK		WHITE		BLACK	
134		127		183		170	
SEGREGATED	DESEGREGATED	SEGREGATED	DESEGREGATED	SEGREGATED	DESEGREGATED	SEGREGATED	DESEGREGATED
72	62	91	36	79	104	113	57
NUMBER OF SCHOOLS = 8				SEGREGATED WHITE SCHOOLS = 2			
PAROCHIOL SCHOOLS = 3				SEGREGATED BLACK SCHOOLS = 3			
PUBLIC SCHOOLS = 5				DESEGREGATED SCHOOLS = 3			

TABLE II

WHITE BOYS GRADES 8-8-9

RACIAL COMPOSITION	TYPE OF SCHOOL	TNP (MEAN)	PERCENTAGES	SC SCORE	V SCORE	D SCORE
100% WHITE	PAROCHIAL N = 33	340 (40 per-centile)	< 300 = 12%) 350 = 42%) 400 = 3%	35 (48 per-centile)	45 (40 per-centile)	115 (40 per-centile)
100% WHITE	PUBLIC N = 39	326 (25 per-centile)	< 300 = 25%) 350 = 47%) 400 = 6%	33	55 (72 per-centile)	130 (68 per-centile)
10% BLACK	PUBLIC N = 20	322 (20 per-centile)	< 300 = 30%) 350 = 30% < 400 = 0%	34	49	110 (30 per-centile)
20% BLACK	PUBLIC N = 24	326 (25 per-centile)	< 300 = 32%) 350 = 36%) 400 = 4%	36	55	125 (60 per-centile)
80% BLACK	PUBLIC N = 18	339 (40 per-centile)	< 300 = 16%) 350 = 54%) 400 = 6%	36 (50 per-centile)	58 (78 per-centile)	143 (80 per-centile)
TOTALS	N = 134	331 (29 per-centile)	< 300 = 23%) 350 = 42%) 400 = 4%	35 (48 per-centile)	52 (62 per-centile)	125 (60 per-centile)

TABLE LII

WHITE GIRLS GRADES 7-8-9

RACIAL COMPOSITION	TYPE OF SCHOOL	TNP (MEAN)	PERCENTAGES	SC SCORE	V SCORE	D SCORE
100% WHITE	PAROCHIAL N = 29	314	< 300 6 19% > 350 = 26% > 400 = 3%	39	551	112
100% WHITE	PUBLIC N = 50	339	< 300 = 18% > 350 = 46% > 400 = 6%	34	55	124
< 10% BLACK	PAROCHIAL N = 20	336	< 300 = 20% > 350 = 35% > 400 = 10%	34	55	125
< 10% BLACK	PUBLIC N = 26	330	< 300 = 23% > 350 = 44% > 400 = 4%	36	57	127
20% BLACK	PUBLIC N = 26	333	< 300 = 19% > 350 = 46% > 400 = 6%	34	55	126

TABLE III (CONTINUED)

WHITE GIRLS GRADES 7-8-9

RACIAL COMPOSITION	TYPE OF SCHOOL	THP (MEAN)	PERCENTAGES	SC SCORE	V SCORE	D SCORE
80% BLACK	PUBLIC N = 32	388	⟨ 300 = 9% ⟩ 350 = 45% ⟩ 400 = 9%	36	56	129
TOTALS	N = 183	333	⟨ 300 = 18% ⟩ 350 = 39% ⟩ 400 = 6%	36	56	124

TABLE IV

NEGRO BOYS GRADES 7-8-9

RACIAL COMPOSITION	TYPE OF SCHOOL	TNP (MEAN)	PERCENTAGES	SC SCORE	V SCORE	N SCORE
100% BLACK	PAROCHIAL N = 31	355	⟨ 300 = 16% ⟩ 350 = 54% ⟩ 400 = 24%	35	55	135
100% BLACK	PUBLIC N = 41	346	⟨ 300 = 7% ⟩ 350 = 46% ⟩ 400 = 8%	34	57	123
80% BLACK	PUBLIC N = 19	358	⟨ 300 = 0% ⟩ 350 = 56% ⟩ 400 = 15%	36	54	130
20% BLACK	PUBLIC N = 19	350	⟨ 300 = 15% ⟩ 350 = 51% ⟩ 400 = 10%	34	57	141 (80 percentile)
10% BLACK	PUBLIC N = 17	340	⟨ 300 = 17% ⟩ 350 = 54% ⟩ 400 = 0%	34	57	136
TOTALS	N = 127	351 (55 percentile)	⟨ 300 = 11% ⟩ 350 = 52% ⟩ 400 = 11%	34 (46 percentile)	56 (73 percentile)	133 (70 percentile)

TABLE V

NEGRO GIRLS GRADES 7-8-9

RACIAL COMPOSITION	TYPE OF SCHOOL	TNP (MEAN)	PERCENTAGES	SC SCORE	V SCORE	D SCORE
100% BLACK	PAROCHIAL N = 36	355	⟨ 300 = 5% ⟩ 350 = 60% ⟩ 400 = 12%	35	53	130
100% BLACK	PUBLIC N = 47	347	⟨ 300 = 8% ⟩ 350 = 46% ⟩ 400 = 6%	33	53	128
80% BLACK	PUBLIC N = 30	354	⟨ 300 = 6% ⟩ 350 = 52% ⟩ 400 = 13%	34	56	134
20% BLACK	PUBLIC N = 19	329	⟨ 300 = 20% ⟩ 350 = 20% ⟩ 400 = 10%	34	47	115
⟨ 10% BLACK	PUBLIC N = 26	344	⟨ 300 = 11% ⟩ 350 = 40% ⟩ 400 = 12%	34	52	125

NEGRO GIRLS GRADES 7-8-9

RACIAL COMPOSITION	TYPE OF SCHOOL	TMP (MEAN)	PERCENTAGES	SC SCORE	V SCORE	D SCORE
〈10% BLACK	PAROCHIAL N = 12	339	〈 300 = 16%) 350 = 46%) 400 = 8%	36	52	137
TOTALS	N = 170	345	〈 300 = 11%) 350 = 43%) 400 = 12%	34	52	128

TABLE VI

NEGRO AND WHITE STUDENTS

RACE	TOTAL NET POSITIVE (MEAN)	PERCENTAGES	SC. SCORE	V. SCORE.	D SCORE
WHITE N = 317	332 (30 percentile)	⟨ 300 = 21% ⟩ 350 = 41% ⟩ 400 = 5%	36 (50 percentile)	54 (70 percentile)	125 (60 percentile)
NEGRO N = 297	348 (50 percentile)	⟨ 300 = 11% ⟩ 350 = 48% ⟩ 400 = 12%	34 (47 percentile)	54 (80 percentile)	131 (70 percentile)
TOTALS	340 (40 percentile)	⟨ 300 = 16% ⟩ 350 = 45% ⟩ 400 = 8%	35 (48 percentile)	54 (70 percentile)	128 (65 percentile)

TABLE VII

WHITE STUDENTS IN DESEGREGATED SCHOOLS

SEX	THP (MEAN)	PERCENTAGES	SC SCORE	V SCORE	D SCORE
FEMALE	336	) 300 = 18%	35	56	126
N = 104	(35 percentile)	) 350 = 40%	(48 percentile)	(73 percentile)	(60 percentile)
		) 400 = 7%			
MALES	329	) 300 = 26%	35	54	126
N = 62	(28 percentile)	) 350 = 40%	(48 percentile)	(70 percentile)	(60 percentile)
		) 400 = 3%			
TOTALS	332	) 300 = 22%	35	55	126
N = 166	(30 percentile)	) 350 = 40%	(48 percentile)	(72 percentile)	(60 percentile)
		) 400 = 5%			

TENNESSEE SELF-CONCEPT SCALE - MEAN SCORES

TOTAL NET POSITIVE	= 345.57	DISTRIBUTION	= 120.44
SELF-CRITICISM	= 35.54		
VARIABILITY	= 48.53		

TABLE VIII

WHITE STUDENTS IN SEGREGATED SCHOOLS

SEX	TMP (MEAN)	PERCENTAGES	SC SCORE	V SCORE	D SCORE
FEMALE N = 79	327 (25 percentile)	⟩ 300 = 18% ⟩ 350 = 36% ⟩ 400 = 5%	36 (50 percentile)	53 (68 percentile)	118 (45 percentile)
MALES N = 72	333 (30 percentile)	⟨ 300 = 13% ⟩ 350 = 45% ⟩ 400 = 5%	34 (47 percentile)	50 (60 percentile)	122 (55 percentile)
TOTALS 151	330 (28 percentile)	⟨ 300 = 15% ⟩ 350 = 41% ⟩ 400 = 5%	35 (48 percentile)	51 (62 percentile)	120 (50 percentile)

TABLE IX

NEGRO STUDENTS IN DESEGREGATED OR PREDOMINANTELY WHITE SCHOOLS

SEX	TNP (MEAN)	PERCENTAGES	SC SCORE	V SCORE	D SCORE
FEMALE	337	〈 300 = 16%	35	50	126
N = 57	(35 percentile)	〉 350 = 34%	(45 percentile)	(60 percentile)	(60 percentile)
		〉 400 = 10%			
MALE	345	〈 300 = 16%	34	57	139
N = 36	(48 percentile)	〉 350 = 52%	(45 percentile)	(75 percentile)	(75 percentile)
		〉 400 = 5%			
TOTALS	341	〈 300 = 16%	34	53	132
N = 93	(40 percentile)	〉 350 = 42%	(45 percentile)	(68 percentile)	(70 percentile)
		〉 400 = 8%			

TABLE X

NEGRO STUDENTS IN SEGREGATED OR PREDOMINANTLY BLACK SCHOOLS

SEX	TMP (MEAN)	PERCENTAGES	SC SCORE	V SCORE	D SCORE
FEMALE N = 113	353 (60 percentile)	〈 300 = 7% 〉 350 = 53% 〉 400 = 11%	34 (45 percentile)	54 (70 percentile)	131 (65 percentile)
MALES N = 91	353 (60 percentile)	〈 300 = 8% 〉 350 = 52% 〉 400 = 16%	35 (45 percentile)	55 (72 percentile)	129 (77 percentile)
TOTALS 204	353 (60 percentile)	〈 300 = 7% 〈 350 = 52% 〉 400 = 13%	35 (45 percentile)	55 (72 percentile)	130 (78 percentile)